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# MASSACHUSETTS TEACHER CENTERS TEACHER CENTERS DIRECTORY

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Jeanne Paradise, *Program Administrator, editor* and *cover designer*

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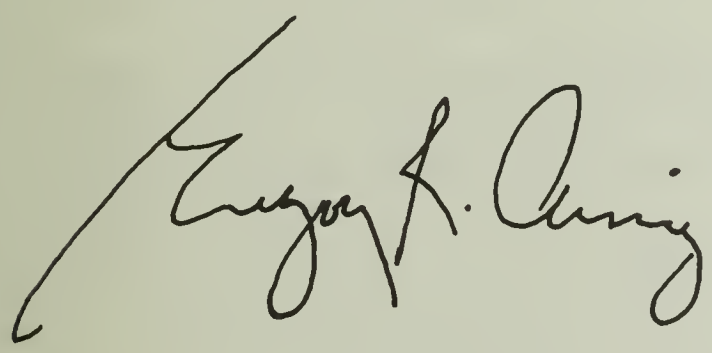
## FORWARD

The Commonwealth expects a great deal of its teachers, counsellors and administrators these days. Although school enrollments are declining and resources are becoming more limited, the public is insisting that schools be held accountable for effective performance in an increasing number of areas. Because this insistence comes at a time when many teachers feel their jobs are threatened and few new teachers are being hired, the morale of the teaching profession is suffering.

This problem concerns us all. Unhappy, or inadequately trained, or insecure, or frustrated or "burnt out" teachers cannot be expected to teach effectively or to foster enthusiasm for learning. And since, with decreasing staff turnover, many of these teachers will be teaching for years to come, we cannot simply assume the problem will disappear.

Teacher centers offer one solution, particularly because they encourage teachers to articulate their own needs and to plan and develop their own programs. Like the best inservice education programs, teacher centers address the needs in learning where and when they appear. Massachusetts is fortunate in the number and quality of its teacher centers, both federally and locally funded. The Department of Education hopes that this Directory will stimulate and aid school districts in developing their own teacher centers and other inservice education programs.



Gregory R. Anrig
*Commissioner of Education*

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## INTRODUCTION

Teachers Centers offer a relatively new form of inservice education for teachers and administrators. They began in England as centers for curriculum reform in the early 1950's. Professional educators returning after the war found the environments for learning in the schools which had been improvised by parents had a freshness they wanted to maintain. Collaborating with skilled and specialized university mathematicians and scientists who had become intrigued with primary school children's learning, county authorities formed teachers centers to train professionals in new approaches to curriculum. The centers were staffed by practicing teachers hired as advisors. There are several teachers centers in the USA more than 10 years old, and numerous teachers centers which grew from their early experience. A second wave of teachers centers has emerged since 1978 with the availability of funding through the U.S. Office of Education. There are currently 88 federally funded centers in the USA, of which 5 are in Massachusetts.

Massachusetts has teachers centers which span both these waves of formation. They have developed in response to several kinds of needs: making university training of teachers more relevant, creating programs for staff development in which teachers themselves define their ongoing needs for professional development, adapting curriculum to newly understood styles of teaching and learning.

Teachers centers vary in many respects according to local setting, organizational structure and program emphasis. Yet they share commonalities in educational belief and practice. The Teacher's Centers Exchange,* a national networking agency of teachers centers, describes these similarities:

- Teachers centers respond to teachers' own definitions of their continuing learning needs by offering assistance and instruction that help teachers enrich and activate the learning experience of the children in their classrooms.
- Centers provide an environment where teachers may come to work on materials or projects for their classrooms, receive instruction individually and together, and teach and encourage each other.
- Centers advise and assist teachers in their schools, working in the spirit of finding the teachers' own starting points for improvement.
- Centers urge teachers to take more, not less, responsibility for curriculum and instruction decisions in the school and the classroom and encourage teachers to participate in the design of professional development programs.

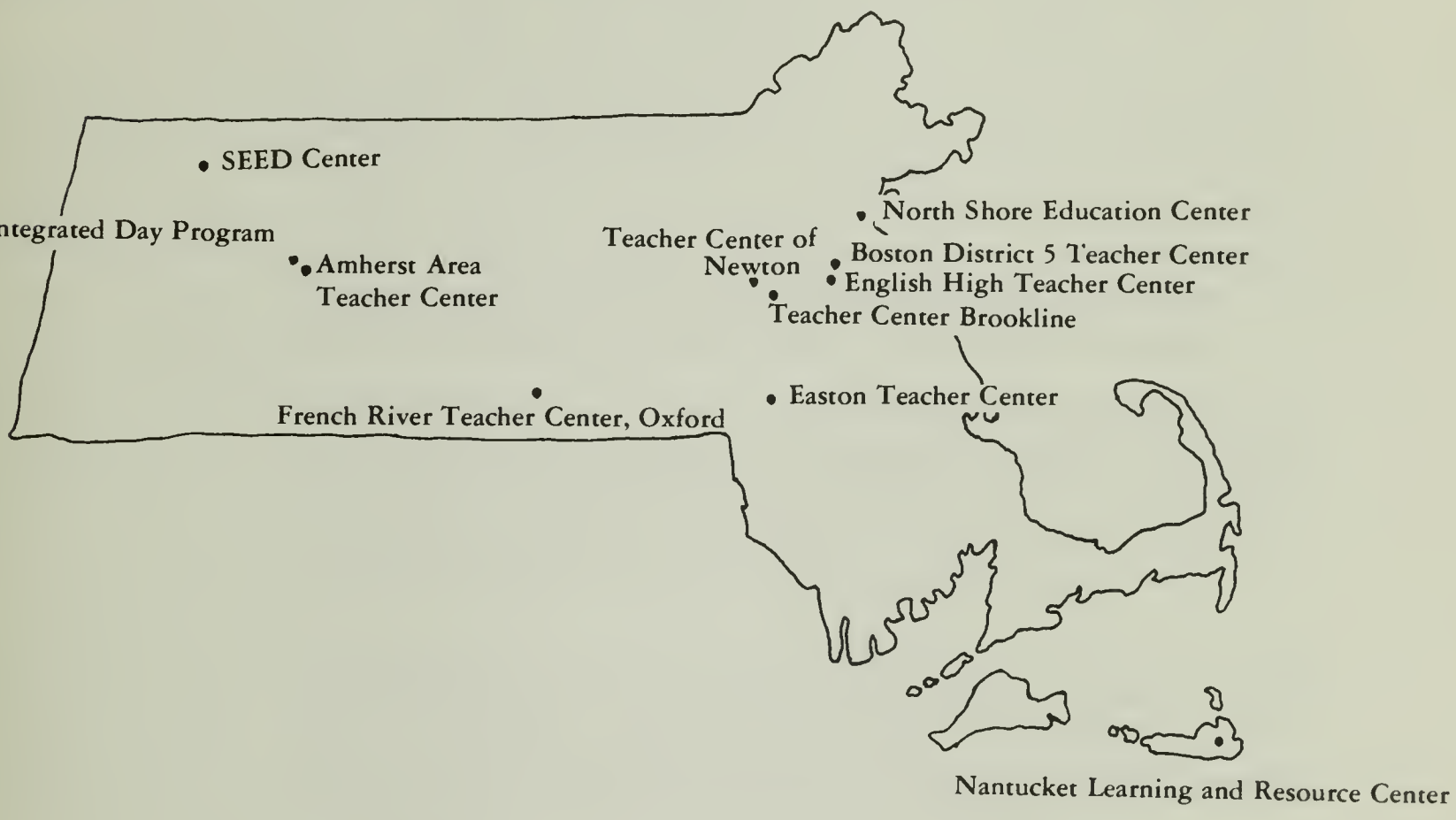
The more than a dozen currently operating teachers centers in Massachusetts reflect this alternative approach to inservice education. They differ in style, scope and setting.

The Massachusetts Department of Education, through the U.S. Office of Education funded Teachers Centers Project, has provided this directory to aid educators who are interested in developing teacher centers and teacher "centering" practices in their communities.

Muffy Paradise
Teachers Centers Program Administrator

* Our thanks to the Teacher's Centers Exchange for generously sharing their collected information. Their national directory format has proven so useful, we have simply used the same one.

# LOCATION OF MASSACHUSETTS TEACHERS CENTERS



AMHERST AREA TEACHER CENTER

East Street School
Amherst, Massachusetts 01002

(413) 253-9363; 253-9364

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**DIRECTOR:** Merrita Hruska

**HOURS:** Monday through Friday, 8:30-4.

**PROGRAM:** The Amherst Area Teacher Center is guided by the following set of beliefs about staff development: that teachers must take responsibility for their own professional development; that teachers know what they need to learn and must be the ones to decide how that learning is to be implemented; that what teachers design will be relevant to classroom needs and, therefore, will be used; that the center's programs must respond to individual needs and learning styles of each participant; that each teacher has varied strengths and that the center must build on those strengths; and that the more one focuses on success, the more teachers will continue to grow.

Staff decided that for the center to be successful, they needed to have a focus. Information from needs assessments was used to choose five target areas: adolescent needs, multicultural and non-sexist issues, writing skills, leadership development, and transition issues. Each school also chooses a priority area unique to its own needs.

A mini-grant program is an integral part of the center. Grants provide financial support for teachers to pursue projects of their choice and design. Projects have included developing curriculum units and kits, diagnostic tests, slide shows, and catalogue systems; visiting other schools; and revising library systems.

The center provides workshops, university courses and conferences. Teachers are encouraged to be resources to each other by leading workshops and conferences in their areas of competency, are being taught to lead university courses that other teachers will take. Leadership training enables teachers to learn more effective classroom management skills and become successful leaders in a variety of situations.

Each school has a teacher center space. Center staff visit each school weekly and speak to whatever needs arise. Staff are available to link teachers with similar needs, to locate resources, and to provide support services.

NEEDS ASSESSMENT: Needs assessment and resource identification is an ongoing process. Surveys and interviews are completed regularly at each school by teams of teachers who have been specially prepared in group process skills.

EVALUATION: At the end of each workshop or course, teachers are asked what they found valuable, what changes should be made, how they will use what they've learned with their students, and how this will be shared with other teachers. Helping teachers set goals to build upon these experiences is accomplished through our "next steps. . ." cards and process. Other follow-through is provided as teacher center staff tape-record post-evaluative interviews with each participant who completes a mini-grant proposal. We also hired an evaluator to help us determine if we're doing what we set out to do in accordance with our beliefs.

RESOURCES: The teacher center is an office space and a small-group meeting place with access to the school system's facilities to produce AV materials, duplicate slides and photographs, and reproduce, laminate, and bind print materials.

The focus is school-based, linking teachers and resources. Resource centers are being established in each school. These centers, distinct from lounges, have a professional growth focus and are places where teachers can go to share journals, materials, and ideas.

STAFF: Merrita Hruska, director; Gwen Van Dorp, inservice coordinator; Sandy Durrett, graduate research associate; Marcus Ward, administrative associate; Michelle Finley, secretary.

SETTING: The teacher center serves nine public schools and two private elementary schools. The office space and small-group meeting area are located in the basement of a closed school near the center of the Amherst-Pelham Regional School District, in the town of Amherst, located in western Massachusetts.

PARTICIPATION: All staff K-12 are eligible to participate in AATC programs on volunteer and release time. The outside evaluator found participation across all schools in the district with an even split between elementary and secondary personnel. Aides, administrators, and suffport staff are all encouraged to take part. Parents, students, and community members occasionally participate.

FEES AND CREDIT: No fees are charged. College credit or inservice credit is available. Credits are granted according to policies negotiated between the local teachers' association and the school committee.

AFFILIATION: Amherst-Pelham Regional School District

**SUPPORT:** A grant from the USOE Teacher Centers Program provides support for salaries, consultants, workshop leaders and facilities, and curriculum development and resource room materials. The school system provides the building and utilities through indirect charges built into the grant.

**DECISION MAKING:** The policy board is made up of 24 voting members: 16 classroom teachers, three administrators, two school committee members, one university representative, one educational collaborative representative, and one state department representative. The board is responsible for making all policy decisions in accordance with district policies; assessing the needs of the area to be served; approving all programs; hiring the director and approving the hiring of other staff, consultants, and trainers; approving the site of the center; and controlling the expenditure of all funds.

**ORIGIN:** A volunteer planning group of teachers and administrators began working together in 1975 to develop a new kind of staff development program. A staff development advisory group was formed to assess student and staff needs; to match needs with resources through courses, workshops, and seminars; and to start a peer teaching process of "teachers helping teachers." A proposal was submitted to the USOE Teacher Centers Program, and in 1978 the AATC formally opened.

**INFORMATION:** "Focus on the Amherst Area Teacher Center," a slide/tape presentation that describes the philosophical and psychological framework of the center. Newsletter, "Focus", catalogue, *In-service Insights; Policies and Procedures Handbook*

## BOSTON DISTRICT V TEACHER CENTER

Puritan Mall
Morrissey Boulevard
Dorchester, MA 02124

(617) 436-5845

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| | |
|---|---|
| DIRECTOR: | Elaine Tortora-Brigman |
| HOURS: | 10-6 M,W,F, 12-8Tu. Th. |
| PROGRAM: | Current program consists of credit courses offered jointly by the Teacher Center and Boston State College, in Nutrition, Teaching the Gifted and Talented, preparing Individual Education Plans, and Oral Spanish. The last course is taught by District V teachers.<br><br>There is a proposed program in mini-awards for schools and teacher projects. |
| RESOURCES: | The center will have a media center, meeting rooms, lounge, and reception area. |
| STAFF: | There is a full time director, and will soon be a program specialist, a media specialist, and a secretary. |
| SETTING: | The setting is a facility supported by the school district; it is office space in the Puritan Mall in the Dorchester section of Boston, easily accessible by public transportation to teachers in the district. |
| PARTICIPATION: | The center serves 1300 teachers of District V of the Boston Public Schools. |
| FEES AND CREDIT: | Credit is offered for courses through Boston State College with fees at special rates through the teacher center sponsored courses. |
| AFFILIATION: | Boston Public Schools and Boston State College. |
| SUPPORT: | A grant from the U.S. Office of Education, 1979, provides staff, program and materials. The Boston Public Schools provides space facilities. |
| DECISION MAKING: | District V Teacher Center Policy Board. |
| ORIGIN: | A committee of teachers and an administrator began developing plans for a center in 1972. This committee worked with a staff development person in the district, and in 1979 wrote the initial proposal for federal funding. |

## EASTON TEACHERS' CENTER

Unionville Building
140 Washington Street
N. Easton, MA 02356

(617) 238-4414

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**DIRECTOR:** Joanne Galipault

**HOURS:** 8:30-5:00 school days

**PROGRAM:** The Easton Teachers' Center's staff and policy board have constructed, administered and analyzed a variety of needs assessments in this planning grant project. Our first year goals are to identify human, material and community resources as they relate to staff and students of the Easton Public Schools, develop effective communications system regarding these resources and services, and design and field test program components which will become operational in 1980-81. The board has designed program components to be field tested this year. . . workshops, graduate credit courses, a recycle center, resource library, materials production area, and an incentive awards program.

**RESOURCES:** The center facility includes a meeting area, a small resource library with a community resources file including business, industry, historical, and social groups, museums, performing artists, local colleges and members of the school staff. It also includes a recycle area and a materials production area.

**STAFF:** The planning year staff is a full time director, Joanne Galipault, and a half time secretary.

**SETTING:** The center occupies a two-room schoolhouse built in 1898, in a rural residential community in southeastern Massachusetts.

**PARTICIPATION:** The Center serves 250 teachers and administrators of the Easton Public Schools.

**FEES AND CREDIT:** No fees. Graduate credit available for some courses through Bridgewater State College.

**AFFILIATION:** Easton Public Schools

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| SUPPORT: | United States Office of Education Planning Grant, October 1979. Easton school district provides space and renovation required. |
| DECISION MAKING: | Easton Teachers' Center Policy Board |
| ORIGIN: | A group of teachers and administrators met for several years to study existing inservice in system. They became an Advisory Committee on Inservice, and later, formed a Policy Board and applied for federal funding. |
| INFORMATION: | Monthly calendar, newsletter. |

## THE ENGLISH HIGH TEACHERS' CENTER

The English High School
77 Avenue Louis Pasteur
Boston, Massachusetts 02115

(617) 738-8848

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**DIRECTORS:** Beverly Mawn and Philip Stec

**HOURS:** Monday through Friday, 7:30-3. Closed July and August.

**PROGRAM:** Based on a developmental model and a commitment to integrating staff development with school renewal efforts, the center offers programs designed exclusively for secondary teachers at English High School.

The center provides assistance to teachers in the form of seminars, workshops, graduate course work, and consultancies. The focus is on assisting the high school in developing curriculum and improving instruction in the building. Particular emphasis is placed on the needs of secondary teachers in an urban setting.

Many programs are offered during the school day. Graduate courses meet after school and are conducted by University of Massachusetts faculty. Center personnel provide assistance to teachers in curriculum development, alternative programming, locating resources, and other areas. A grants program allows teachers to submit proposals for funds to purchase materials for assistance in curriculum/teaching development.

**RESOURCES:** Filmstrips, slides, tapes, cassettes, microfiche, movies, overhead projector, duplicator, thermofax, typewriters, meeting room, small professional library, coffee. Access to audiovisual hardware and school system's administration library. Small grants to faculty who wish to pursue development of alternative programs and for teachers to take students on field trips.

**STAFF:** Beverly Mawn and Philip Stec, directors; full-time instructional aide. University of Massachusetts faculty act as consultants.

**SETTING:** The center is located in a large attractive suite of rooms adjacent to the library on the sixth floor of English High School (a ten-story, two-building facility), the oldest high school in the United States.

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| PARTICIPATION: | The center serves all faculty at English High. Participation is voluntary. Teachers may use the center during the day on a drop-in basis or during their planning and development period, and after school. University teaching assistants and student teachers also participate. |
| FEES AND CREDIT: | Graduate credit is optional through the University of Massachusetts/Amherst for salary increment or toward earning an advanced degree through U Mass (a number of teachers are enrolled in masters, CAGS—certificate of advanced graduate study, and doctoral programs). |
| AFFILIATION: | The English High School and the University of Massachusetts/Amherst. |
| SUPPORT: | The center is supported through the English High-University of Massachusetts/Amherst collaborative, funded through Chapter 636, state aid for desegregation, as well as through substantial in-kind contribution from both institutions. |
| DECISION MAKING: | A representative board, comprised of a majority of teachers, meets monthly and is responsible for setting overall policy. In addition to teachers, the headmaster, center staff, the U Mass project director, and a U Mass faculty member, the board includes both a parent and a student representative. Center directors are responsible for day-to-day management, planning, and decision making. |
| ORIGIN: | English High School and the Univeristy of Massachusetts/Amherst entered into collaboration in 1975. The purpose of the collaborative was to provide a unique site-based degree program for teachers so that theory and practice could be successfully integrated, as well as to provide support for the development of educational options for students. In September 1977, the collaborative sponsored the opening of the teachers' center at English High to increase support for all faculty, including those who chose not to participate in the degree program. |
| INFORMATION | Brochure; program booklet describing degree program and graduate course offerings; slide/tape presentation. |

## FRENCH RIVER TEACHER CENTER

446 Main Street
Oxford, Massachusetts 01540

(617) 987-0695

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**DIRECTOR:** Rob Richardson

**HOURS:** Monday and Wednesday, 9-6: Tuesday and Thursday, 9-8: Friday, 9-4,

**PROGRAM:** The purposes of the center are to provide professional development activities for educators, continuing educational programs and services for the communities served, and to provide a resource center supplying curriculum development aids and an educational 'idea bank' for educators.

The center has several major areas of program. The teacher-organizer program offers workshops on specific topics given *by* local teachers *for* local teachers. Community people are invited to teach a non-credit course at the center. Graduate courses on topics selected by the policy board, are instructed by local educators and/or state college professors. A yearly inservice contest is sponsored by the center. Teachers, representing a school system, compete to create the most effective inservice program. Winners are chosen by teacher center participants and outside judges.

A mini-grant program, funded through the Commonwealth Inservice Institute, allows educators to apply for small awards to help them work on self-determined educational problems. They may hire a consultant, buy materials, or visit another program.

The center is piloting a "Dial-a-Tutor" program which offers parents and students a chance to talk directly to teachers about homework problems. Finally, an outreach program brings direct contact of teacher center staff with teachers in the schools where they informally assess teachers needs and plan relevant teacher center programs.

**NEEDS ASSESSMENT:** Informal surveys are taken after workshops and in teacher room discussions with the inservice coordinator. More formal needs assessments are conducted with an annual questionnaire, and current evaluation as part of the process.

EVALUATION: Questionnaires are filled out after each program; informal evaluations are made by staff, policy board, and building representatives. A team of six local teachers, working with professional evaluator, are conducting an evaluation of the centers operations.

RESOURCES: The center has a resource center-reports, periodicals, reference materials, make-and-take corner. There is a slide projector, dry mount press, tape recorder, copiers.

STAFF: Rob Richardson, director; Lillian Gaudette, resource coordinator, Joan Baker, inservice coordinator: Carolyn Germain, secretary.

SETTING: The center is a large room with a small office attached, in what was once a paint store. It is located in Oxford, a small town south of Worcester in central Massachusetts. It serves ten school systems in the rural area of south Worcester County. In June, the center will move to a solar heated building that was designed by staff and policy board. The new site will provide expanded work and meeting space, as well as an energy laboratory. It is also in Oxford.

PARTICIPATION: K-6 teachers participate on volunteer and some release time. Vocational school teachers, junior high and middle school teachers, and administrators also use the center. Community members attend adult education courses and a "parent partnership" program.

FEES AND CREDIT: Graduate courses for credit are offered at the center through Worcester State College. The policy board chooses topics and instructors. The center has begun a three-year graduate reading program in one town for 20 teachers.

AFFILIATION: The center is a collaboration of ten school systems and one Special Education Collaborative. Oxford Public Schools is fiscal agent, and a representative from Worcester State College is on the policy board.

SUPPORT: The center is funded by a grant from USOE Teacher Centers Program. Some income is raised from fees charged for courses and use of equipment. A grant from the state Department of Education funds a mini-grant program.

DECISION MAKING: Policy board made up of two representatives from each of ten school districts, one representative from the Special Education Collaborative, one school committee member, one superintendent, one Worcester State College representative, and one representative from the regional office of the state department of education. Staff make recommendations to the board at monthly meetings.

ORIGIN: In October 1977, after several planning sessions held by area superintendents, a collaboration of teachers from 13 towns in central Massachusetts was formed. The teachers selected a policy board to determine the needs of 1500 faculty members in the region, and in 1978 submitted a proposal to the USOE Teacher Centers Program. The center was funded in July 1978.

INFORMATION: Newsletter; fliers. Slide/tape presentation of the center and satellite schools.

## INTEGRATED DAY PROGRAM

School of Education
University of Massachusetts
Amherst, Massachusetts 01003

(413) 545-3121; 545-0470; 545-0246

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DIRECTORS: Masha K. Rudman and R. Mason Bunker

PROGRAM: "Based on a specific psychological and philosophical rationale, the program is committed to the ideal of helping learners at all levels become more self-directive and self-managing." The Integrated Day Program is a preservice, inservice teachers' center, consisting of several components:

(1) A competency-based preservice program, in which 20 students each semester intern in the classrooms of teachers who are students in the inservice component.

(2) These inservice teachers attend afternoon sessions in their schools. They also take courses and summer workshops at the university, and act as supervisors to the interns. Inservice teachers design their own courses to meet individual needs.

(3) Both components are served by doctoral students in the Integrated Day Program, which offers a comprehensive, individualized doctoral degree. Some of these students act as resource personnel, visiting classrooms, providing ideas and resources, coordinating meetings, and conferring with the teaching team.

By arrangement with school systems, staff provide assistance on open classroom concepts to principals and teachers not participating in degree programs. Staff also consult with school systems on the design of staff development programs.

STAFF: Two directors, Masha K. Rudman and R. Mason Bunker; three faculty members, and doctoral students.

SETTING: The program's activities are divided among the school of education, on-site work, and satellite centers/resource locations.

PARTICIPATION: Students enrolled in the program, and school systems throughout Massachusetts.

FEES AND CREDIT: Programs lead to undergraduate and graduate degrees from the University of Massachusetts. University fees.

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| AFFILIATION: | School of Education, University of Massachusetts. The program also works closely with school districts in western Massachusetts and beyond, with school collaborations, and with the USOE-funded Amherst Area Teacher Center. |
| SUPPORT: | School of Education, University of Massachusetts, contracts with school districts to fund the work of program resource people in the field. |
| DECISION MAKING: | Major decision making involves principals, teachers, school superintendents, and faculty. As staff members, faculty and doctoral students meet weekly for group decision making. |
| ORIGIN: | Established in 1969-70 under the sponsorship of the New England Program in Teacher Education as an interstate staff development cooperative. |
| INFORMATION | Program description.<br><br>*In Touch,* published quareterly, subscription $4/year; single issue, $1. |

NANTUCKET LEARNING AND
RESOURCE CENTER

Vesper Lane
Nantucket, Massachusetts 02554

(617) 228-4612

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DIRECTOR: John D. Miller

HOURS: Monday through Friday, 8-5. Some evening hours. Open all year.

PROGRAM: The Nantucket Learning and Resource Center was established as a curriculum resource center and materials production laboratory to help teachers individualize, personalize, and enrich the classroom learning experience. As such, the NLRC is both a working and meeting area, and a process. As a process, the main criteria are to meet the needs of teachers, both professionally and as adult learners. Ultimately, this process helps teachers meet the learning needs of students. The program includes continuing education-workshops, teacher-led seminars, courses and other inservice activities.

The center offers several experiential education activities: a "Guide-on-the-side" program which introduces innovative natural science curriculum to teachers and students; a ropes course offered as a pilot curriculum unit; field trip opportunities, the center acts as a connecting link to community resources.

The teacher center staff or a consultant provide short term classroom assistance to teachers. There are several teacher/parent/ community task forces which provide resources for the schools.

The center is collaborating with the school system in developing a comprehensive staff development program based on teacher identified priorities.

NEEDS ASSESSMENT: The educational needs of Nantucket students and teachers are continually assessed, both formally through standardized evaluation methods (surveys, questionnaires, interviews, newsletter) and informally, through performance in the classroom. Direct communication has proved to be the most valuable tool for measuring needs, due partly to the relatively small size of the Nantucket school system.

EVALUATION: The policy board conducts an evaluation as required by USOE. Staff conduct ongoing, informal evaluation of the project and its effects.

**RESOURCES:** There is a site, located within walking distance of the schools, for teachers and community members to congregate for release time days, workshops, and seminars. It includes a professional library (books, catalogs, magazines) to supplement those presently available on the island; there is audiovisual equipment and a darkroom as well as duplicating, laminating, and scanning machinery for printing purposes.

**STAFF:** John D. Miller, director; a partime administrative assistant; Kim Downs, librarian/manager/ Susan Richman, "Guide-on-the Side;" an advisor/grants consultant.

**SETTING:** Nantucket is an island, approximately 14 miles long and 7 miles wide, located 30 miles off the coast of Massachusetts. This makes the setting unique. The NLRC is located about a mile from Nantucket center, just around the corner from the schools in a rented duplex unit of what used to be Coast Guard housing. The building offers four work areas, a library area, a large meeting room, office areas, and kitchenette.

**PARTICIPATION:** Teachers (both elementary and secondary) participate during release time, for specific workshops or seminars, and on volunteer time for after-school meetings. Elementary and secondary teachers are granted release time up to one day per year per teacher to do research projects, and curriculum development at the center, if approved by the superintendent. Community members of organizations which are educational in nature, or ultimately serve student needs, utilize NLRC resources. (Librarians of Nantucket, Police Force, teen center, counseling services; Girl Scouts; American Field Service; Affirmative Action). School administrators have used the center as a receptive yet neutral meeting place to explore and exchange educational ideas. Students have used library resources and staff for specific projects.

**FEES AND CREDIT:** Small fees for special workshops (e.g. Christmas workshop) or seminars. Credit is available on a cooperative basis with local colleges.

**SUPPORT:** USOE funding is main source of support, with in-kind contributions from local public schools.

**DECISION MAKING:** The NLRC policy board consists of twelve members: seven classroom teachers, one school committee representative, one private school representative, the school system superintendent, and one representative of Nantucket Island School of Design and The Arts. The board meets formally approximately every two weeks, and makes decisions concerning administering the grant award and assurance that the center responds to changing teacher and student needs. The board makes policy decisions concerning goals and focus. The NLRC staff carries out the policy, making decisions with board approval.

ORIGIN: The idea for a center grew out of teacher-expressed needs. When the USOE money became available, the group of teachers were given added impetus, and organized into a formal policy board. This growth process took from January 1976 to 1978. The center officially opened, as a program and a place, in January 1979.

INFORMATION: Calendar; "The NLRC Newsletter" published quarterly; "The Nantucket School Bell," a school newsletter from the administrative perspective. No charge for these publications.

NORTH SHORE EDUCATION CENTER, INC.

25 Sohier Road

Beverly, Massachusetts 01915

(617) 922-0071

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**DIRECTOR:** Philip C. Sweeney

**HOURS:** Tuesday and Thursday, 2-5; Wednesday, 10-12 and 1-5, Center closed for approximately four weeks in mid-summer.

**PROGRAM:** The primary goal of the center is to improve the school experience of children by encouraging and assisting teachers to use individualized and creative approaches to learning in the classroom.

Workshops, seminars, and lectures are offered emphasizing direct involvement and experimentation and designed to help translate learning theory into practice. Local resource people familiar with programs and program needs in the area are used as leaders to explore with teachers new classroom-tested approaches in various instructional areas.

The center serves as a clearinghouse for industrial scrap materials from over 110 industries in the area. The materials are recycled to make imaginative and functional instructional resources, curriculum supplements, and educational enrichment devices. Members and nonmembers can drop in to use any of the materials or other resources of the center.

**NEEDS ASSESSMENT:** The Beverly Elementary School Needs Assessment is a questionnaire asking Beverly elementary teachers to specify their requests for help in five main areas:

(1) physical facilities; (2) development and implementation of curriculum; (3) student social and emotional development; (4) community resources; (5) teacher professional growth and development.

**EVALUATION:** Teachers in North Shore communities are asked to complete the North Shore Education Center Questionnaire to evaluate the services of the center.

RESOURCES: Curriculum materials, displays, supplies; two workshop rooms. Resource/recycle store with educational materials and recycled industrial scrap materials for sale. Recycle displays show curriculum and learning ideas and adaptations. Resource library/lounge with extensive library of commercial products, instructional programs and materials, references, and catalogues, and a comfortable space where teachers can review programs or get professional advice from staff. The center maintains an extensive "idea file" and teachers "swap board."

STAFF: Julie Besser, president; Philip C. Sweeney, executive director; Mark Alexander, resource director; Gary Renard, physical plant/maintenance; 25 volunteer professionals for consultation, advice, workshops.

SETTING: Several large rooms in a former trade school building owned by the Beverly Public Schools. Beverly is 20 miles northeast of Boston.

PARTICIPATION: Preschool-8 teachers from public, parochial, and private schools participate on volunteer time. Crafts groups, community organizations such as Girl Scouts, Camp Fire Girls, and Cub Scouts, parents, and students from northeast Massachusetts also participate.

FEES AND CREDIT: Individual membership fee $15; discounts for groups; $7.50 membership fee for secondary and undergraduate students. Membership entitles individual to one free shopping bag of recycle materials per week, free subscription to "Recycler" newsletter, and discounts on non-credit workshops. Non-members pay $2.50 for shopping bag, full price for workshops, and 20¢ for newsletter. Credit for inservice workshops through local colleges and universities.

AFFILIATION: Independent, non-profit corporation.

SUPPORT: Space is donated by Beverly Public Schools. Operating income from membership fees, workshops, sale of recycled materials, contracted consultant services, CETA, and donations from private foundations.

DECISION MAKING: Executive director makes day-to-day decisions; organization decisions made by board of directors comprised of 16 teachers, administrators, and community representatives.

ORIGIN: The center was started in 1969 by seven people including two teachers, a former teacher, and four school committee members. Initially, principals and teachers from the community offered inservice workshops. The center was incorporated in 1972 as a non-profit, tax-exempt educational corporation, and the recycle component began in 1975.

**INFORMATION:** "Recycler," monthly newsletter. Designed primarily to reach teachers who do not have the time or transportation to visit the center, the "Recycler" contains news and commentary regarding area education innovations, methods, and models submitted by subscribers; a calendar section announcing upcoming workshops and future happenings of educational interest; a teacher "Outreach Forum" section to publicize successful instructional models, techniques, and materials. Illustrations and narrative provide sufficient description so other readers may implement similar ideas. A "Teacher Chat" section is provided to help teachers experiencing difficulties in teaching. Teachers write in anonymously with specific educational dilemmas. Responses from readers who have handled similar difficulties are printed in subsequent issues.

## TEACHER CENTER BROOKLINE

88 Harvard Street
Brookline, Massachusetts 02146

(617) 734-1111, ext. 319

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DIRECTOR: Muffy Paradise

HOURS: Monday and Thursday, 1:30-5:30; Wednesday, 8:30-5:30. Closed during summer.

PROGRAM: The center was conceived by a small group of teachers who felt the need for a place in the school community where teachers could meet, learn from each other, share skills, and help each other grow as teachers and individuals. They thought a teacher center would be a concrete way to overcome teacher isolation by providing a means for teacher support in the classroom across grade level or school lines. Moreover, teachers would be able to discover their own needs in learning so that they could make plans for meeting those needs, while at the same time sharing their skills with other teachers.

After-school workshops are held in arts and crafts activities, extending curriculum, literacy skills (including papermaking, bookbinding, lettering, layout, printing, writing), record keeping, and learning games. Longer-term series of workshops or year-long study and reflection groups meet on children's thinking, democratic classrooms and human development, teachers as researchers. The center offers consultation services, observation, and advisory services in classroom at a teacher's invitation. There is opportunity for drop-in for conversation and sharing ideas.

NEEDS ASSESSMENT: The center relies primarily on informal needs assessments through continual conversations among teachers, the teachers' center director, and the board of governors in schools. Those conversations are part of the process of articulating and designing programs to support growth and change. There is also a system-wide, inservice needs questionnaire administered about every other year by the center.

EVALUATION: The center keeps a daily log, asking participants to record what they do and what materials and resources they use. Statistics are computed from the log annually. Single workshop evaluation sheets have been used at various times. Long-term seminar participants keep journals which document their notes, ideas, and their participation in various center activities over the years.

**RESOURCES:** Resource library, active-learning curriculum display and supplies, printing and papermaking materials, duplicating and laminating equipment, wood and cardboard carpentry tools and materials, sewing machine, slide projector, typewriters, tape recorders, cameras, recycle materials.

**STAFF:** Muffy Paradise, part-time resource teacher/director. "Like any one-person staff, part-time at that, I do some of everything, and sometimes everything of some things—administration, teaching, consulting, initiating programs, lettering and layout of calendars and monographs, writing proposals, coordinating inservice within the system, observing and advising in classrooms, connecting teachers around common interests and needs, ordering supplies."

**SETTING:** Two areas on an upstairs balcony in the Brookline Public Schools administration building, providing space for individual or group work, discussions, informal sharing, and meetings. Brookline is very close to Cambridge and Boston.

**PARTICIPATION:** Brookline public elementary teachers, administrators, and preservice students attend on volunteer time. A few secondary teachers participate.

**FEES AND CREDIT:** Free. Graduate credit or internships can be arranged through local colleges (at regular academic fees). Inservice credits available for system requirements.

**AFFILIATION:** Brookline Public Schools, the local school district, which is part of a consortium (Boston University) and a collaborative (Education Collaborative of Greater Boston).

**SUPPORT:** All operational support is currently from the local school district. The Boston University Consortium supports some programming. A one year research grant from the Teachers' Centers Exchange supports an investigation of teacher development in teachers' centers.

**DECISION MAKING:** A board of governors consisting of a resource teacher, representatives of all the schools within the Brookline Public Schools, district directors of instruction, and principals, aided by two standing committees (administrative, program and evaluation), determines center policy. Staff is hired by the district from recommendation by the teacher center board of governors and is supervised by the board within the policies of the local district.

**ORIGIN:** The center was initiated in 1974-75 by a group of teachers and administrators with support from the school district.

**INFORMATION:** A monthly calendar of workshops and seminars is sent to all district staff. An article by a fourth grade teacher, Anne Martin, is our mainstay description of the center. Annual reports are available.

There is $1.00 charge for the publications listed below.

Field, Kristin. *"Teacher Development:* A Study of the Stages in Development of Teachers." Brookline, Mass.: Teacher Center Brookline, February 1979.

Martin, Anne. *"Teacher Center Brookline:* A Local Approach to Professional Development." Brookline, Mass.: Teacher Center Brookline, May 1976.

Martin, Anne, and Paradise, Muffy. *"Extending Experience with Literacy Crafts:* Brookline, Mass.: Teacher Center Brookline, November 1979.

Paradise, Muffy; Mosher, Ralph; Lickona, Tom. *"Democratic Classroom Theory and Practice* Teachers' Curriculum Workshop. Brookline, Mass.: Teacher Center Brookline, October 1979.

Watt, Molly. *"Thinking About Thinking:* A Description of a Seminar for Supporting Teachers' Growth. Brookline, Mass.: Teacher Center Brookline, February 1979.

## TEACHERS' CENTER OF NEWTON

100 Walnut Street
Newton, Massachusetts 02610

(617) 552-7721

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**DIRECTOR:** Constance A. Turner

**HOURS:** Monday through Thursday, 1-5.

**PROGRAM:** Thr program consists of teacher-led workshops and luncheons every other month. The luncheons feature a speaker and usually are well attended. Workshops from September through December included physical education for classroom teachers; setting up an art corner; weaving experiences for young children; children's literature; bilingual support group; music activities for teachers; teaching/learning seminar; classroom design; great math games; language arts, how to give a workshop.

**NEEDS ASSESSMENT:** A needs assessment was conducted in September 1978 to help guide the center in planning programs. In June 1979 an informal survey was conducted in order to plan the September 1979 program. Teachers on the program committee generate plans and talk to teachers about what they would like to see offered at the center.

**EVALUATION:** Workshop participants and leaders complete an evaluation form.

**RESOURCES:** The center is well stocked with tools, cores, triwall, a recyclying center, materials for game-making, and displays of teacher-made materials. We also have "The Store" from which teachers can buy a wide variety of materials and charge them to their school.

**STAFF:** Constance A. Turner, director, 16 hours per week, and kindergarten teacher part-time; Jimmy Sampson, high school work-study student, 15 hours per week; volunteer staff of two teachers for two hours, four days a week.

**SETTING:** The center is located in two bright and sunny classrooms situated in the rear of the Newton Education Center. It is an excellent location since teachers use the Education Center often because it is the resource and materials center for the entire school system. Newton is a suburb west of Boston.

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| PARTICIPATION: | The center serves the teachers of the 18 elementary schools in Newton and all support staff who work with those teachers. The teachers' center has ten release or professional days. The center's executive board decides how they will be used. |
| FEES AND CREDIT: | All materials at the center are free with the exception of triwall and materials in "The Store." |
| AFFILIATION AND SUPPORT: | Newton Public School System. |
| DECISION MAKING: | Executive board, consisting of eight teachers and the director, makes major decisions at monthly meetings. |
| ORIGIN: | In spring 1978, a committee of six teachers began discussing the possibility of starting a teachers' center in Newton. After several meetings, they took their proposal to the central administration, who supported the plan. Interest grew, and the center opened in fall of 1978. |
| INFORMATION: | Monthly newsletter. |

TEACHER-COMMUNITY SEED CENTER
(Sharing, Exploring, Educating
and Developing)

Crittendent Building
Ashfield Street
Shelburne Falls, Massachusetts 01370

(413) 625-2555

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**DIRECTOR:** Steven Germain

**HOURS:** Monday through Friday, 9-5; weekends and evenings for scheduled workshops and classes.

**PROGRAM:** SEED Center's goal is to link nine rural towns in the largest geographical school district in Massachusetts by organizing and coordinating educational materials and resources. The center offers after-school, evening, and weekend workshops, mini-courses, and graduate courses. Workshop topics range from designing llearning centers to developing curriculum about alcohol and drug abuse. Mini-courses are created with the community in mind, offering classes such as local artists teaching photography, stained glass, children's book illustration and writing. Graduate courses include topics such as Transactional Analysis for Educators. The center is also open on a drop-in basis for consultation and conversation.

A recent innovation at the SEED Center includes an expanded array of options for teachers, based on the belief that no single inservice program works for everyone. Mini-grants in small amounts are available for teachers to design their own inservice projects.

Another recent change has been validation of the SEED Center by the state, which provides funds to disseminate the program to interested schools within Massachusetts. These funds have provided for the printing of a publication entitled "Teacher Centering—A Resource Guide," which is available to anyone at cost.

**NEEDS ASSESSMENT:** Informal meetings with teachers. The advisory board provides a link with the schools.

**EVALUATION:** Informal. The center reviews programs immediately after their completion. Evaluation form for workshops.

RESOURCES: Professional library, including educational magazines; resource lending library with learning kits, games, posters, and activity books. Recycling center with materials, craft examples, idea books, and space for workshops. Darkroom, drymount and laminating presses, duplicating services, cable television.

STAFF: Steven Germain, full-time director; Christine Baronas, full-time resource coordinator.

SETTING: SEED Center occupies a former classroom in a retired school building that also houses the superintendent's offices. Centrally located in the nine-town school district, Shelburne Falls is on the Mohawk Trail twelve miles west of Greenfield in western Massachusetts.

PARTICIPATION: District elementary and secondary teachers participate on release and volunteer time. Students, administrators, and community members also use the center.

FEES AND CREDIT: Workshops with inservice credit available to district teachers are free. Mini-courses, usually lasting five weeks, cost $15 plus materials. Two- and three-credit graduate courses available through University of Massachusetts, North Adams State College, and Westfield State College; fees vary.

AFFILIATION: Sponsored by one regional high school, five elementary schools, one private school, and seven school committees in the nine-town area (Buckland, Shelburne, Colrain, Ashfield, Plainfield, Rowe, Heath, Charlemont, Hawley).

SUPPORT: ESEA, Title IV-C funding as well as local school committees' support. Small income from graduate course and mini-course fees and use of duplicating equipment by the community. The superintendent's office provides space and has contributed in-kind services.

DECISION MAKING: Advisory board consisting of teachers, administrators, and community representatives.

ORIGIN: "Proposed as an effort to resurrect the tradition of people depending upon one another for social, emotional, and intellectual support, in order to foster the development of teachers, schools, and the community," the SEED Center was initiated by the regional school district in September 1976, with ESEA, Title IV-C funds.

INFORMATION: Monthly newsletter/calendar; course catalogue, and the book "Teacher Centering, A Resource Guide" available at cost through the SEED Center. The book provides concrete information for anyone interested in starting or improving a teacher center and covers such topics as: funding, inservice programming, mini-grants, program objectives, administrative issues, needs assessments, and detailed programming procedures.

## MASSACHUSETTS RESOURCES FOR TEACHERS AND TEACHER CENTERS

Massachusetts Teacher Centers Program
Mass. Department of Education
Division of Curriculum and Instruction
31 St. James Avenue
Boston, MA 02116
(617) 727-5752
Patricia Brown, State coordinator
Muffy Paradise, Program administrator

Massachusetts Teacher Corps Projects
Mass. Department of Education
Division of Curriculum and Instruction
31 St. James Avenue
Boston, MA 02116
Patricia Brown, State liaison

Commonwealth Inservice Institute
Mass. Department of Education
Division of Curriculum and Instruction
31 St. James Avenue
Boston, MA. 02116
Patricia Brown, State coordinator
(617) 727-5752

The Resource Center of the Children's Museum
300 Congress Street
Boston, MA 02210
(617) 426-6500
Jim Zein, Director

## NATIONAL TEACHER CENTER RESOURCES

U.S. Office of Education
National Teacher Center Program
Allen Schmeider, Chief
Riviere Building, 1832 M Street
Washington, D.C. 20036

Teachers' Centers Exchange
Far West Labs
1855 Folsom Street
San Francisco, California 94103
(415) 565-3101

Kathleen Devaney, Bill Herring,
Gretchen Thomas, Staff

also in Washington
775 Church Street, NW
Washington, D.C. 20036
(202) 332-1494
Lorraine Keeney, Staff

National Education Association
Teacher Center Project
1201 16th Street, NW
Washington, D.C. 20036
Roy Edelfelt, Director

American Federation of Teachers
Teacher Center Resource Exchange
11 Dupont Circle NW
Washington, D.C. 20036
Pat Weiler, Director

National Staff Development Council
206 Oak hill Drive
Oxford, Ohio 45056
Patricia Zigarmi, Coordinator

## RESOURCES FOR BEGINNING TEACHER CENTERS


Bograd, Harriet, *Is There Life After Seed Money?,* New Haven, Conn. The Teacher Center, Inc., 1976. The complete report, May 1976 (Part I), and May 1978 (Part II), is available for $2 from The Teacher Center, Inc., 425 College Street, New Haven, Conn., 06511.

Devaney, Kathleen, ed., *Building A Teacher Center,* Teachers' Center Exchange, Far West Laboratory For Educational Research and Development, San Francisco, Calif., 1979. Distributed by Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, N.Y. 10021.

Devaney, Kathleen, ed., *Essays on Teachers' Centers,* Far West Laboratory for Educational Research and Development, Teachers' Exchange, San Francisco, Calif., 1977. May be purchased for $6 from order department, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, Calif. 94103.

Edelfelt, Roy A., *Five Approaches to Need Assessment,* Washington, D.C., NFIE-NEA, September, 1979.

Lance, Jeanne, and Piper, Barbara, *Teachers' Center Exchange Directory,* Far West Laboratory for Educational Research and Development, 1980. May be purchased from the Order Dept., Far West Labs, 1855 Folsom Street, San Francisco, Calif. 94103.

Maloy, Robert, Germain, Steven, and Schilling, Robert. eds., *Teacher Centering:* A Resource Guide for the Design and Implementation of A Teacher Center. A practical guide to organizing a teacher center. It can be purchased from the SEED Center, Crittenden Building, Ashfield Street, Shelburne Falls, MA 01370.

*Teachers Helping Teachers,* A slide/tape about the Amherst Area Teacher Center made with support from the Mass. Dept. of Education. It may be borrowed from the AATC. East St. School, Amherst MA 01002.

Thornbury, Robert, ed., *Teacher Centers,* New York, N.Y., Agathon Press, 1974

Weiler, Pat, *Teacher Centers: Putting the Pieces Together for Success,* Washington, D.C., AFT Teacher Center Resource Exchange. A guidebook for teachers on the development of Teacher Centers. Single copies are available upon request: AFT Teacher Center Resource Exchange, 11 Dupont Circle, N.W., Washington, D.C. 20036.